July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results,* adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results.* Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

Maine High School Assessment

SAU Report

Test Date: May 2008
ID: 1214
SAU: MSAD 20

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

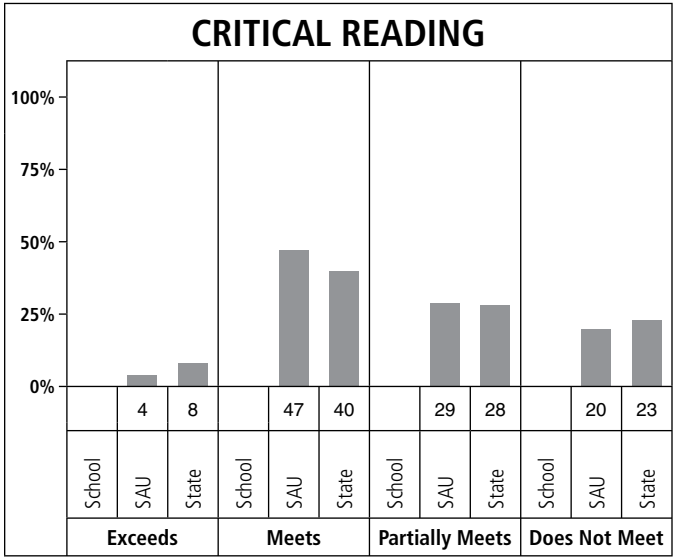
Maine High School Assessment

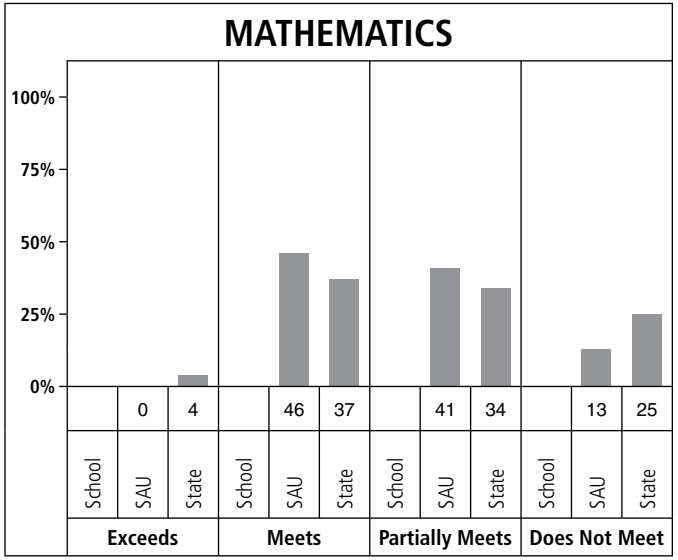
SUMMARY OF SCORES

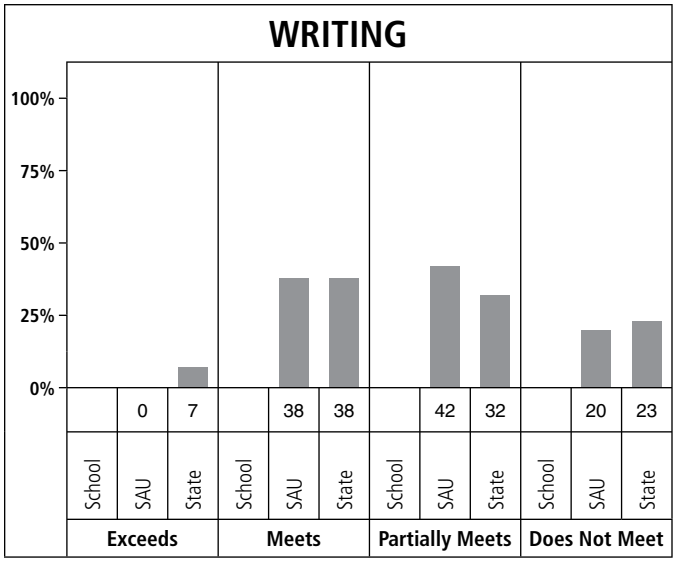
Test Date: May 2008
SAU: MSAD 20

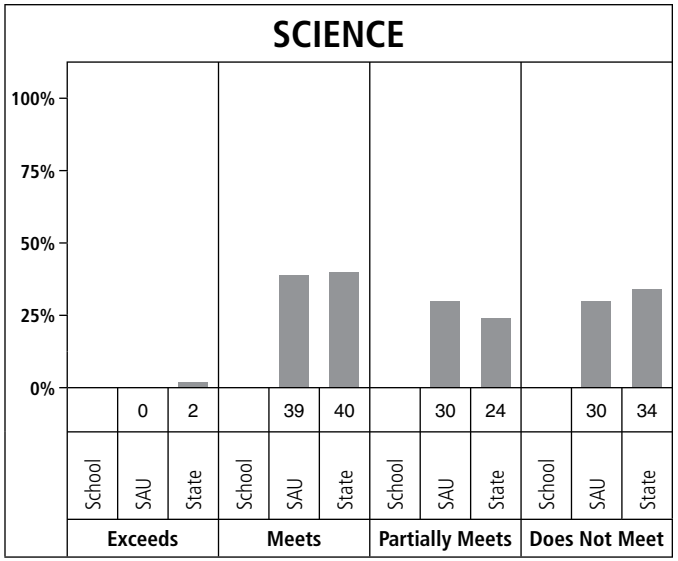
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007		1136	1141
2007–2008		**1141**	**1141**
Mathematics 2006–2007		1139	1140
2007–2008		**1142**	**1141**
Writing 2006–2007		1137	1141
2007–2008		**1138**	**1140**
Science 2007–2008		**1140**	**1141**









Maine High School Assessment

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 20

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																					
							Critical Reading						Mathematics						Writing						Science			
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			48	100	15604	100			47	98	14875	96			48	100	15165	97			47	98	14869	96			48	100	14961	96
Ethnicity African American/Black			0	0	305	2			0	0	261	86			0	0	286	95			0	0	260	86			0	0	280	93
American Indian or Native Alaskan			1	2	103	1			1	100	95	93			1	100	97	95			1	100	95	93			1	100	93	91
Asian or Pacific Islander			0	0	215	1			0	0	194	90			0	0	202	94			0	0	194	90			0	0	200	93
Hispanic			0	0	140	1			0	0	118	84			0	0	123	88			0	0	118	84			0	0	120	86
Caucasian/White			47	98	14841	95			46	98	14207	96			47	100	14457	98			46	98	14202	96			47	100	14268	96
Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Identified disability			5	10	2247	14			5	100	2065	93			5	100	2138	96			5	100	2060	92			5	100	2081	93
Current LEP			0	0	648	4			0	0	508	79			0	0	564	87			0	0	507	78			0	0	534	83
Economically disadvantaged			23	48	4028	26			22	96	3682	92			23	100	3831	95			22	96	3679	92			23	100	3755	94
Migrant			0	0	5	0			0	0	5	100			0	0	5	100			0	0	5	100			0	0	5	100

MODE OF PARTICIPATION[3]	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations			42	88	13042	84			43	90	13332	85			42	88	13042	84			43	90	13192	85
Identified disability (PET/IEP)			1	2	739	6			1	2	810	6			1	2	739	6			1	2	791	6
LEP			0	0	399	3			0	0	456	3			0	0	399	3			0	0	436	3
504 plan			1	2	196	2			1	2	204	2			1	2	196	2			1	2	201	2
Participation with accommodations			3	6	1623	10			3	6	1624	10			3	6	1625	10			3	6	1567	10
Identified disability (PET/IEP)			2	67	1117	69			2	67	1119	69			2	67	1119	69			2	67	1088	69
LEP			0	0	93	6			0	0	93	6			0	0	93	6			0	0	83	5
504 plan			0	0	58	4			0	0	58	4			0	0	58	4			0	0	55	4
Other			1	33	367	23			1	33	366	23			1	33	367	23			1	33	353	23
Participation through alternate assessment (PAAP)			2	4	209	1			2	4	209	1			2	4	202	1			2	4	202	1
Identified disability (PET/IEP)			2	100	209	100			2	100	209	100			2	100	202	100			2	100	202	100
LEP			0	0	15	7			0	0	15	7			0	0	15	7			0	0	15	7
504 plan			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Approved non-participation in reading – 1st year LEP			0	0	1	0																		
Approved non-participation – special consideration			0	0	36	0			0	0	40	0			0	0	36	0			0	0	38	0
Non-participation – other			1	2	693	4			0	0	399	3			1	2	699	4			0	0	605	4

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

Maine High School Assessment

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 20

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006			2	5	1079	7
	2006-2007			1	3	1168	8
	2007-2008			**2**	**4**	**1184**	**8**
	Cum. Total*			5	4	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006			11	25	5697	38
	2006-2007			9	31	5714	38
	2007-2008			**21**	**47**	**5885**	**40**
	Cum. Total*			41	35	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006			22	50	4772	32
	2006-2007			8	28	4728	31
	2007-2008			**13**	**29**	**4093**	**28**
	Cum. Total*			43	36	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006			9	20	3595	24
	2006-2007			11	38	3444	23
	2007-2008			**9**	**20**	**3417**	**23**
	Cum. Total*			29	25	10456	23

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 20

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											45	4	47	29	20	1141	14579	8	40	28	23	1141
Ethnicity																						
African American/Black											0						248	4	21	27	48	1132
American Indian or Native Alaskan											1						94	5	27	28	40	1134
Asian or Pacific Islander											0						192	4	35	30	31	1138
Hispanic											0						115	5	32	26	37	1136
Caucasian/White											44	5	45	30	20	1140	13930	8	41	28	23	1141
Not Reported											0						0					
Identified disability																						
Yes											3						1823	1	9	24	65	1126
No											42	5	48	31	17	1142	12756	9	45	29	17	1143
Current LEP																						
Yes											0						488	3	22	24	52	1132
No											45	4	47	29	20	1141	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes											20	0	45	25	30	1138	3545	3	28	30	39	1134
No											25	8	48	32	12	1143	11034	10	44	27	19	1143
Migrant																						
Yes											0						5	20	0	40	40	1136
No											45	4	47	29	20	1141	14574	8	40	28	23	1141
Gender																						
Female											17	0	65	24	12	1144	7237	8	42	30	19	1142
Male											28	7	36	32	25	1139	7342	8	38	26	28	1140
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	9	30	61	1127
No											45	4	47	29	20	1141	14476	8	41	28	23	1141
Gifted/talented program																						
Yes											0						295	48	48	4	0	1161
No											45	4	47	29	20	1141	14284	7	40	29	24	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 20

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007			1	3	578	4
	2007-2008			**0**	**0**	**637**	**4**
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007			10	32	5481	36
	2007-2008			**21**	**46**	**5508**	**37**
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007			10	32	4754	31
	2007-2008			**19**	**41**	**5065**	**34**
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			10	32	4607	30
	2007-2008			**6**	**13**	**3660**	**25**

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

Maine High School Assessment

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 20

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											46	0	46	41	13	1142	14870	4	37	34	25	1141
Ethnicity																						
African American/Black											0						274	1	12	31	57	1133
American Indian or Native Alaskan											1						96	2	24	30	44	1136
Asian or Pacific Islander											0						200	8	37	34	22	1142
Hispanic											0						120	3	23	32	43	1138
Caucasian/White											45	0	44	42	13	1142	14180	4	38	34	24	1141
Not Reported											0						0					
Identified disability																						
Yes											3						1896	0	8	22	70	1130
No											43	0	49	42	9	1143	12974	5	41	36	18	1142
Current LEP																						
Yes											0						545	3	16	28	53	1135
No											46	0	46	41	13	1142	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes											21	0	38	43	19	1140	3695	1	22	37	40	1136
No											25	0	52	40	8	1144	11175	5	42	33	19	1142
Migrant																						
Yes											0						5	20	20	40	20	1144
No											46	0	46	41	13	1142	14865	4	37	34	25	1141
Gender																						
Female											18	0	56	28	17	1142	7362	3	36	36	24	1140
Male											28	0	39	50	11	1142	7508	5	38	32	25	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	8	41	51	1134
No											46	0	46	41	13	1142	14767	4	37	34	24	1141
Gifted/talented program																						
Yes											0						296	35	59	5	0	1158
No											46	0	46	41	13	1142	14574	4	37	35	25	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 20

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006			0	0	952	6
	2006-2007			1	3	937	6
	2007-2008			**0**	**0**	**962**	**7**
	Cum. Total*			1	1	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006			15	34	6055	40
	2006-2007			10	34	6167	41
	2007-2008			**17**	**38**	**5564**	**38**
	Cum. Total*			42	36	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006			18	41	4916	32
	2006-2007			9	31	4723	31
	2007-2008			**19**	**42**	**4679**	**32**
	Cum. Total*			46	39	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006			11	25	3221	21
	2006-2007			9	31	3227	21
	2007-2008			**9**	**20**	**3376**	**23**
	Cum. Total*			29	25	9824	22

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 20

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											45	0	38	42	20	1138	14581	7	38	32	23	1140
Ethnicity																						
African American/Black											0						248	2	19	30	49	1131
American Indian or Native Alaskan											1						94	3	19	38	39	1133
Asian or Pacific Islander											0						192	6	30	34	30	1137
Hispanic											0						115	2	30	36	33	1136
Caucasian/White											44	0	39	41	20	1138	13932	7	39	32	22	1140
Not Reported											0						0					
Identified disability																						
Yes											3						1825	1	7	23	69	1125
No											42	0	40	43	17	1139	12756	7	43	33	17	1142
Current LEP																						
Yes											0						488	3	19	29	49	1131
No											45	0	38	42	20	1138	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes											20	0	25	50	25	1135	3546	2	25	35	38	1134
No											25	0	48	36	16	1140	11035	8	42	31	18	1142
Migrant																						
Yes											0						5	20	0	20	60	1131
No											45	0	38	42	20	1138	14576	7	38	32	23	1140
Gender																						
Female											17	0	47	41	12	1141	7239	8	43	33	17	1142
Male											28	0	32	43	25	1136	7342	6	34	31	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	7	39	54	1128
No											45	0	38	42	20	1138	14478	7	38	32	23	1140
Gifted/talented program																						
Yes											0						295	42	53	4	0	1159
No											45	0	38	42	20	1138	14286	6	38	33	24	1139

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 20

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008			0	0	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008			18	39	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008			14	30	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008			14	30	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27			6.46	43.1	6.41	42.7
Cluster 2: Physical Sciences	14	25			6.80	48.6	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			5.00	35.7	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			6.29	48.4	6.59	50.7

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Because science testing at the high school level resumed in 2008 after a two-year hiatus and new achievement level standards were set for the MHSA science test, historical data are not available.

Maine High School Assessment

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 20

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											46	0	39	30	30	1140	14759	2	40	24	34	1141
Ethnicity																						
African American/Black											0						269	0	20	14	65	1134
American Indian or Native Alaskan											1						92	1	24	28	47	1138
Asian or Pacific Islander											0						199	3	36	25	36	1140
Hispanic											0						118	1	26	19	54	1136
Caucasian/White											45	0	40	29	31	1140	14081	2	41	24	33	1141
Not Reported											0						0					
Identified disability																						
Yes											3						1879	0	11	17	72	1133
No											43	0	42	30	28	1141	12880	2	44	25	28	1142
Current LEP																						
Yes											0						519	1	18	19	62	1134
No											46	0	39	30	30	1140	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes											21	0	29	33	38	1139	3651	1	26	24	49	1137
No											25	0	48	28	24	1142	11108	3	45	24	29	1142
Migrant																						
Yes											0						5	20	40	40	0	1146
No											46	0	39	30	30	1140	14754	2	40	24	34	1141
Gender																						
Female											18	0	39	33	28	1140	7277	1	37	26	36	1140
Male											28	0	39	29	32	1141	7482	3	43	22	32	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						100	1	5	22	72	1133
No											46	0	39	30	30	1140	14659	2	40	24	34	1141
Gifted/talented program																						
Yes											0						296	13	80	5	3	1152
No											46	0	39	30	30	1140	14463	2	39	24	34	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number